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# AMERICAN JETSTREAM

Second Edition

The fully revised edition of the successful six-level course for young adult and adult learners.



# AMERICAN JETSTREAM

Second Edition

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## LET YOUR ENGLISH FLOW

### You first!

A learner-centered approach, rich in opportunities for personalization, motivates and challenges

### Your Story

Integrated skills work, with speaking and writing, help learners find and use their voice in English

### Communication Skills

**Language in Action** videos and new **Speaking & Pronunciation** tasks elevate speaking and viewing skills

### Vocabulary Plus

Extensive treatment of vocabulary and word formation with a focus on challenging phrases

### Culture Matters

Topics and texts that explore the world and different cultures, build multicultural competence

### Everybody up!

Activities that create a positive classroom atmosphere with collaboration and time to **De-stress**

### Exam Training

Practice material that introduces a comprehensive selection of international exam tasks

### American Jetstream Digital

A full range of digital tools for face-to-face, online and blended learning

## EVERYTHING YOU NEED FOR ADULT LEARNERS

**YOU FIRST!**

**You First!** feature builds students' confidence by involving them and allowing them to use the language they already know. It also helps the teacher target their teaching more effectively too.

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**How we live**

**Grammar:** present perfect vs. past simple; for and since; already, yet, just  
**Vocabulary:** money, technology, household tasks  
**Functions:** opening and closing a conversation

**LESSON 1 Is your phone your life?**

**YOU FIRST!** How do you pay for things: cash, card, or phone?



**Al's story**

What a nightmare! My friends and I stopped at a restaurant while on a road trip. We bought coffee, sandwiches, and some bottles of water. Then I tried to pay. But I didn't have any money! I didn't have any cash on me. My friends didn't have any money either. So I tried to pay with my phone, like I always do. But the internet was down. There was no reception. All the networks were down. No one had any credit cards either. Things looked bad. I mean I haven't used cash for months now. I've used my phone to pay for everything. And I haven't gone to a bank for a very long time. That's because I do everything on my phone. My phone is with me all the time—like it is for almost everyone. And since 3G arrived in 2002—well, later for most people—I've used my phone to do everything. I've bought tickets and I've ordered things. I've learned new things. I use the maps on my phone all the time. That's what we all do! How did we manage before 3G, 4G, 5G? I don't know. I know I've forgotten a lot of things I used to know without my phone. So, there we were at this place...

**YOUR RESPONSE?** How do you feel when you can't use your phone?

**READING**

1. Read Al's story. What happened? Why?
2. Can you finish the story?

**VOCABULARY 1 Money**

3. Ask a partner. When did you last ...  
 buy a ticket? go to a bank? pay with cash? use a credit card?

4. Now give details about one of the experiences you've had in Exercise 3.
5. Find sentences in the text with these verbs:

be buy forget learn manage order stop use

**GRAMMAR Present perfect vs. past simple**

6. Now, find examples of the present perfect and past simple in the story. Then complete the table with the correct words.

PRESENT PERFECT (HAVE + PAST PARTICIPLE)	
Affirmative	I <sup>1</sup> _____ used my phone to pay for everything.
Negative	I <sup>2</sup> _____ gone to a bank for a very long time.
Questions	3. _____ Al brought any cash with him? Yes, he has. / No, he _____ you ever paid for something with your phone? No, I <sup>4</sup> _____ never paid for something with my phone.
PAST SIMPLE	
Affirmative	We <sup>5</sup> _____ coffee, sandwiches, and some bottles of water.
Negative	I <sup>6</sup> _____ have any cash on me.
Questions	How <sup>7</sup> _____ we _____ before 3G, 4G, 5G?

7. Underline the past participles in the table. What is the infinitive of each verb?

8. Complete the rules with the correct tense.
  1. We use the \_\_\_\_\_ to talk about the past in general, without giving details.
  2. We use the \_\_\_\_\_ to say when something happened, or give details.
  3. We use *ever* and *never* with the \_\_\_\_\_.

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9. Match these sentences to the correct category in the grammar box on page 36.
  1. He bought a new phone. *past simple (Affirmative)*
  2. She didn't go to the bank.
  3. Did they stop at a restaurant?
  4. He's bought a new phone.
  5. She hasn't gone to the bank.
  6. Have they stopped at a restaurant?
10. Now make sentences about you: *I have / haven't ... for a long time.*

**VOCABULARY 2 Technology**

11. Complete the sentences using the words in the box.

app network offline online reception

1. I've changed my Wi-Fi \_\_\_\_\_ because the old one was very expensive.
2. The 4G \_\_\_\_\_ in my apartment is terrible. It comes and goes!
3. I spent four days \_\_\_\_\_ when I was on vacation in the mountains. It was great.
4. I use a banking \_\_\_\_\_ to pay all my bills.
5. I can't get \_\_\_\_\_. I don't know the Wi-Fi password.

12. Are any of the sentences in Exercise 11 true for you? Which ones?

**LISTENING AND SPEAKING**

13. Listen to the conversation between a dad and his daughter.

Who?	the dad	the daughter
A) gives someone a phone?	<input type="checkbox"/>	<input type="checkbox"/>
B) has a phone?	<input type="checkbox"/>	<input type="checkbox"/>
C) has forgotten an address?	<input type="checkbox"/>	<input type="checkbox"/>
D) has left a phone in a car?	<input type="checkbox"/>	<input type="checkbox"/>
E) is going to ask for directions?	<input type="checkbox"/>	<input type="checkbox"/>



14. Match the verbs with the phrases. Sometimes more than one answer is possible.

buy	a CD player
forget	a hat
go	to New York
leave	Japanese
order	your keys
study	a pizza on your phone
use	your phone somewhere

**Did you know?**

In a survey of 12,000 people aged 18 years old and older in eight countries, 60% of young adults said people depend on technology too much. 70% said it is good for personal relationships. The Italians and Japanese are the most negative about it.

15. Make questions with *Have you ever* and your phrases. Ask and answer your questions with a partner.

*Have you ever used a CD player? No I haven't, but my mom has.*

16. Make your own "have you ever" questions.

17. What are your two favorite verbs in this lesson? Compare your choices with a partner.

- EVERYBODY UP! Find someone in your group who has recently used an app or the internet to ...

find a place	find something out	learn something new
solve a difficult problem	read people's opinions	buy something

**EVERYBODY UP!**

Activities that create a positive classroom atmosphere with collaboration and time to De-stress.

**YOUR STORY**

Integrated skills work, with speaking and writing, help learners find and use their voice in English.

4

**LESSON 2 What's your life dream?**

**YOU FIRST!** Are you a city or a country person? Why?

**GEORGINA'S DREAM**

Georgina Howard has had an unusual life. As a child, she lived in Birmingham, a big city in the UK, but she realized as a teenager that cities weren't for her.

In her twenties she taught English to the Inuit in Greenland and worked for a balloon safari company in South Africa. She lived in Copenhagen for seven years, from 1990 to 1997, and had a Danish boyfriend, but they broke up in 1997, when she returned to England.

Georgina had a dream. She wanted to live in a house in the mountains and share it with people of different nationalities. A friend suggested the Pyrenees in northwest Spain, in the



beautiful Basque countryside. She has lived there since 2001. In 2003 she bought a tiny house with two rooms on the side of a mountain. This place is now a building with seven bedrooms and eight bathrooms. The view from the house is incredible.

Georgina has owned a travel company called Pyrenean Experience since 1999. People stay for a week or two in her house, learn Spanish, and go for long walks in the mountains.

Georgina lives in the house with her daughter, Marion, and her Spanish husband. He's a lawyer and they've been together for many years now.

**UPDATE: 2021**

Georgina worked hard and her company has become very successful. She and her husband have separated, but they have stayed good friends and still work together. Marion is doing very well at her studies. She's currently living in a castle in Wales at an international school with over 80 nationalities. Georgina says, "I've fallen in love with the mountains and my friends are local people, farmers, and shepherds. OK, I'm single now, but I'll never be lonely here. When I came here, all those years ago, I had a dream—I'm living it!" Georgina has published a lovely book called *Tales of a Basque Mountain* about her life in the Pyrenees.

**YOUR RESPONSE?** How did you feel when you read "Georgina's Dream"?

**READING**

1. Look at the photos and answer the questions.
  1. What do you think Georgina's dream was?
  2. Do you think she achieved it?
2. Read the article. Look at the words in bold. Which words refer to:
  - people?
  - relationships?
3. Answer the questions about photos 1–5 on pages 38 and 39. Then read the article again and check your answers.
  - 1 Where is this house and how many bedrooms and bathrooms does it have?
  - 2 Who is the girl in photo 2?
  - 3 What kind of things do these people do while on vacation?
  - 4 Where is this town and what did Georgina do there?
  - 5 Which city is this and when was Georgina there?
4. Which three facts about Georgina are most unusual, do you think? Decide, and then discuss the question with a partner.

4

**GRAMMAR for and since**

↓	2010	→	now
I've lived here	since 2010.		
November	December (now)	→	
I've lived here	for two months.		
←	April	May	December (now)
I lived there	for two months.		

5. Look at the grammar box. Then circle the correct words to complete the rules below. Sometimes both answers are correct.
  1. We use *since* with a period of time / a specific point in time.
  2. We use *for* with a period of time / a specific point in time.
  3. We use *since* with the past simple / present perfect.
  4. We can use *for* with the past simple / present perfect.

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6. Write complete questions, using the present perfect or past simple. Then write answers using the words in parentheses.
  1. How long / Georgina / live / Copenhagen? (for)
  2. When / Georgina / arrive / Basque country? (in)
  3. How long / Georgina / have / house? (since)
  4. How long / Georgina / own / her company? (since)
  5. How long / Georgina live / Basque country? (for)
  6. When / Georgina and her Danish boyfriend / break up? (ago)

**LISTENING AND SPEAKING**

7. Listen and circle the words that have the sound /i/ as in *since*, and underline the words that have the sound /i/ as in *see*.

A How long have you been here?	A Just this morning.
B We've been here for about three weeks.	A You should go to the beach.
When did you arrive?	A We've just gone. The water is GREEN!

8. Listen again and check. Then practice the conversation.

**SPEAKING AND WRITING**

9. Work in pairs. Read the short text and talk about your dream in life.
 

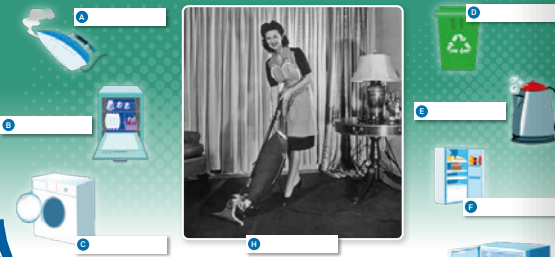
Do you have a dream, something you would really love to happen in your life that is difficult to achieve? For example, would you like to buy a home in the beautiful countryside, like in the article on page 38? Maybe your dream is to start a charity for homeless teenagers. Or maybe you'd love to be an international soccer player or a musician. What's your dream?
10. Work in pairs. Find out about a person's life.
 

Student A: Look at page 118. Student B: Look at page 121.
11. Ask and answer questions to find out information about your partner's life.
12. Write a short biography of your partner. Use the article on page 38 to help you.
13. Explore Find out about Inuit culture. In what ways is it different from your own? How is it similar?

## 4

### LESSON 3 Just finished!

**YOU FIRST!** How do you feel about housework?



#### VOCABULARY Household tasks

- 1. Talk about the photo.**
  - What decade is this photo from? What makes you think that?
  - What is the purpose of the photo? How do you know?
  - What is the woman wearing? What do you wear when you do housework?
- 2. Match these household items with the pictures and photo above.**  
dishwasher freezer fridge iron kettle trash can vacuum cleaner washing machine
- 3. Match verbs from A with phrases from B to make household chores. Then listen and check.**

<b>A</b>	clean	use	do	the dishwasher	the bathtub	the dishes	the rug	(the) shelves
	vacuum	empty	(your) bed	(the) garbage	the fridge	the washing machine		
	wash	make	the shower	the kitchen floor	the laundry	(the) housework		

- 4. In groups of three, you have three minutes to agree on three tasks you all really dislike doing.**
- 5. MEMORY** Cover the photo and take turns to name items in it. Then look and check your answers.

#### LISTENING 1

- 6. Listen to the introduction to a radio program about housework. What two questions did they ask people?**
- 7. Listen to the rest of the program and complete the table with each person's answers.**
- 8. Describe your work and household situation. Talk about the questions.**
  - What is your household situation? For example, do you share an apartment?
  - Who does the different chores in your house? How do you decide? Is it sometimes a problem?
  - What household jobs have you / haven't you done this week? Why?

Woman 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Man 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Man 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woman 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woman 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4

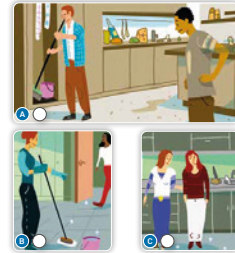
#### LISTENING 2

- 9. Match pictures A-C with the conversations 1-3.**

**Conversation 1**  
A When are you going to clean the kitchen floor?  
B I already cleaned it. I did it this morning.

**Conversation 2**  
A It's your turn to clean the kitchen floor. Did you do it yet?  
B No, I haven't done it yet. I've been really busy. I'll do it now.

**Conversation 3**  
A Can you clean the kitchen floor?  
B I just cleaned it. Can't you tell?



- 10. Listen to and practice the conversations.**

#### GRAMMAR already, yet, just

- 11. Complete the table with already, yet, or just.**
- 12. Complete the rules with already, yet, or just.**

A I <sup>1</sup> \_\_\_\_\_ cleaned the apartment. I finished five minutes ago.  
B Good job!  
A Please empty the dishwasher!  
B I <sup>2</sup> \_\_\_\_\_ emptied it. I did it this morning.  
A Did you vacuum the rug <sup>3</sup> \_\_\_\_\_?  
B No, sorry, I haven't done it <sup>4</sup> \_\_\_\_\_.

- \_\_\_\_\_ means "a very short time ago."
- We use \_\_\_\_\_ to say that something happened sooner than we thought.
- We use \_\_\_\_\_ with questions when we think something will happen.
- We use \_\_\_\_\_ with negative statements, but not affirmative statements.

Note: In American English we typically use the past simple. We can also use the present perfect, for emphasis or to respond in a more formal way. For example, we can say: I've just cleaned the apartment. I've just emptied it. Have you vacuumed the rug yet?

#### LISTENING 3

- 13. Listen to a conversation between two roommates, Tomas and Max. Describe what they are doing and why.**
- 14. Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.**
  - At the start of the conversation, Tomas has just vacuumed all the rooms.
  - Tomas has already met Max's parents.
  - Tomas has already changed the sheets.
  - Max hasn't put the food in the oven yet.
  - At the end of the conversation, Max has just dropped vegetables on the floor.
  - Max's parents have already visited the apartment.

#### SPEAKING

- 15. Work in small groups and talk about these things.**
  - Something you intend to do but haven't done yet. Say why.
  - A book you have already read that you would like to re-read.
- 16. Talk about the question.**  
Do women and men all over the world share the housework equally these days? Discuss why / why not.

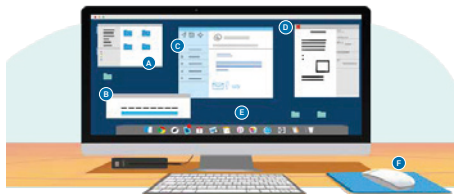
## VOCABULARY PLUS Extensive treatment of vocabulary and word formation with a focus on challenging phrases.

## GRAMMAR Clear, concise grammar is introduced gradually, in context with realistic and meaningful practice. At the end of the Student's Book, there is a full Grammar Reference section.

## 4

### VOCABULARY PLUS

#### WORDS AND PHRASES FOR TECH



- 49. Match the pictures with the sentences. Then listen and check.**
  - You use the **mouse** to point to things on the computer **screen**.
  - You often need a **password** to get onto a website.
  - You select a **file** to open it.
  - You look at your **inbox** to check for new emails.
  - You select the **X icon** to close a file.
- 50. MEMORY** Cover the sentences in Exercise 1. How many words can you remember? Use the pictures to help you.

#### RELATIONSHIPS

- 50. Complete the phrases with these verbs. Use each verb once. Then listen and check.**

be	get	go to	have
----	-----	-------	------

  - \_\_\_\_\_ a wedding
  - \_\_\_\_\_ divorced / married / single / together
  - \_\_\_\_\_ a partner / a relationship
  - \_\_\_\_\_ divorced / married
- 51. Work in pairs. Underline the statements that are true for you.**
  - I'm married. / I'm single. / I'm divorced. / I'm in a relationship.
  - I have a boyfriend / girlfriend / partner. We've been together for over a year.
  - A friend of mine is getting married soon.
  - I've recently been to a wedding.
  - Friends of mine broke up because their marriage wasn't happy.
  - My parents have been married for more than 20 years.
  - I've never had a long relationship.
  - I'm going out with someone, and it's getting serious.
- 52. Work in pairs. Talk about the relationships of people you know well.**

#### Focus on go

- Match the words and phrases in bold in 1-9 with the correct meaning a-i.
- She **goes to school / college**.
  - Please **go on!**
  - We're **going out** this evening.
  - I have a **boyfriend / girlfriend / partner**. We've been together for over a year.
  - Prices are **going up**.
  - Prices are **going down**.
  - I think the plan will **go wrong**.
  - My parents have been married for more than 20 years.
  - I've never had a long relationship.
  - I'm going out with someone, and it's getting serious.
- a) leave your home to do something  
b) become more expensive  
c) become cheaper  
d) have a boyfriend / girlfriend  
e) not be successful  
f) How are you?  
g) leave  
h) continue  
i) be at a place of education

## G

### GRAMMAR REFERENCE

#### UNIT 0

##### Questions

Remember that we use the following question words to ask questions:

- Who** We use who to ask about people.  
**Who is your favorite singer? Who are you?**
- What** We use what to ask about things.  
**What's that? What do you do?**
- Why** We use why to ask the reason for something.  
**Why do you do zumba?**  
We use because to give the reason for something.  
**I do zumba because I want to be fit and healthy.**
- When** We use when to ask about time.  
**When do you go to bed? When do you get up?**
- Where** We use where to ask about a place.  
**Where do you work? Where do you live?**
- Which** We use which to ask about a particular thing, often with a choice.  
**Which house is yours? This one or that one?**
- How** We use how with old to ask about age.  
**How old are you?**  
We also use it to ask about the way that we do something.  
**How do you make a chocolate cake?**

Note that we say:  
**What do you call this? (not How do you call this?)**

Note that we put an auxiliary verb before the subject:  
**What do you want? (not What you want?)**

**be (present simple)**

**I'm (am) Spanish. / You're (are) British. / He's (is) from the United States.**

**I'm not (am not) a teacher. / We aren't (are not) American. / She isn't (is not) 21.**

**Are you Spanish? Yes, we are. / No, we aren't. Is he that? Yes, he is. / No, he isn't.**

Note that you is singular and plural:  
**What nationality are you? (one person)**

**I'm British.**

**What nationality are you? (more than one person)**

**We're Mexican.**

We can also make negatives and negative short answers like this:  
**They're not Turkish. He's not a doctor.**

**Are you from the US? No, we're not.**

**Is she a teacher? No, she's not.**

**have (present simple)**

**We have a big family. / He has a small family.**

**I don't have children. / She doesn't have an uncle.**

**Do they have three children? Yes, they do. / No, they don't. Does he have a dog? Yes, he does. / No, he doesn't.**

We use have to talk about possession and relationships:  
**He has a cat. He doesn't have a dog.**

**I have six children. I don't have a sister.**

Note that don't = do not and doesn't = does not.

We can use have got in the same way. There is no difference in meaning, but have got is more informal—and also much more common in British English. Have is used in both American and British English.

**I've got a big family. We haven't got children. Has he got a house?**

Note that we only use an auxiliary verb in short answers:  
**Yes, I have. (not Yes, I have got.)**

**need or want**

We use the infinitive with to after need and want:  
**I need to pass my exams. I want to read books in English.**

We can also use a noun:  
**I want a good job. I need a good job.**

We can also use the structure for + noun after need:  
**You need English for your studies.**

Remember that want and need are like regular verbs, so we make questions and negatives with the auxiliary verb do:

**Do you want to be successful? What do I need to do?**

#### UNIT 1

##### Present continuous

**I'm (am) reading / You're (are) working. / He's (is) swimming.**

**I'm not (am not) having a picnic. / We aren't (are not) singing. / She isn't (is not) writing.**

**Are they talking? Yes, they are. / No, they aren't. Is it working? Yes, it is. / No, it isn't.**

We form the present continuous with the present of the verb followed by the -ing form of the main verb:  
**He's swimming in a very cold lake.**

Note that we never use contractions in affirmative short answers:  
**Yes, I am. (not Yes, I'm)**

##### SPELLING RULES FOR -ING FORMS

most verbs	add -ing	walk - walking
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verbs ending in -e	omit the final -e and add -ing	dance - dancing
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one-syllable verbs ending in a single consonant after a single vowel	double the consonant and add -ing	swim - swimming
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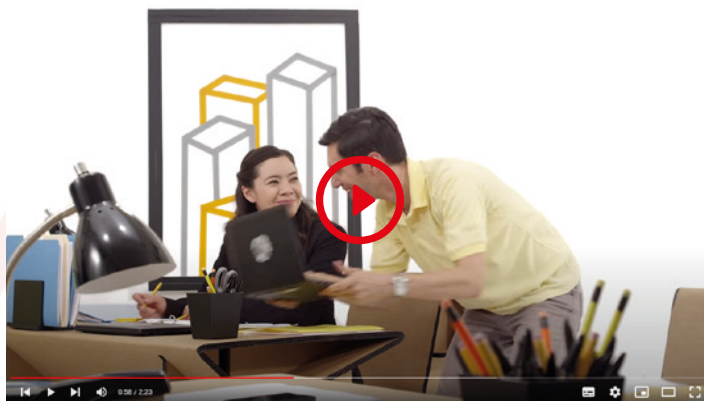
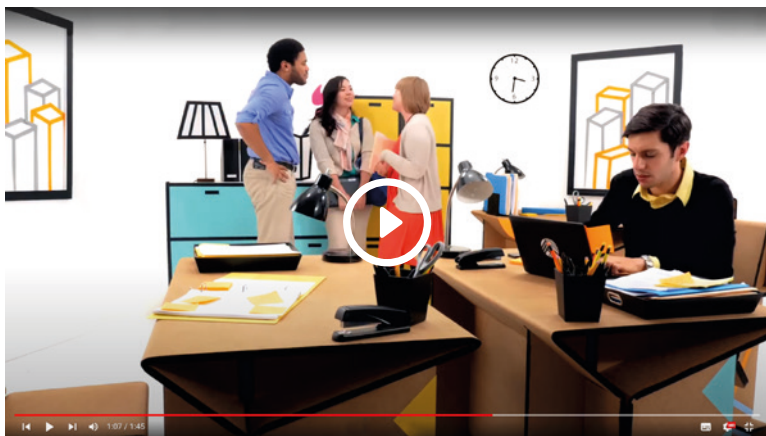
verbs ending in -y	add -ing	try - trying
--------------------	----------	--------------

verbs ending in -ie	change the -ie into -y	lie - lying
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We use the present continuous to talk about what is happening now, at the moment, today:  
**She's talking on the phone.**

# COMMUNICATION SKILLS

Language in action video featuring engaging situations with familiar characters in visually appealing settings. Students are exposed to everyday language that they can practice on their own with the accompanying audio.

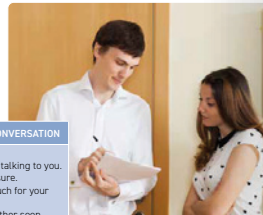


## LANGUAGE IN ACTION

### OPENING AND CLOSING A CONVERSATION

4

- Look at the photo of the man and woman talking. Answer the questions.
  - What is the man doing?
  - Does the woman look interested?
  - What do you think is happening?
- Look at these expressions for opening and closing a conversation. Are they formal (F), informal (I), or both (F / I)?



A. OPENING A CONVERSATION	B. CLOSING A CONVERSATION
1. Can I speak to you briefly?	1. I have to go.
2. Hi, do you have a minute?	2. It's been nice talking to you.
3. Excuse me. Can I have a few minutes of your time?	3. It was a pleasure.
4. Do you have time for a quick chat?	4. Thanks so much for your time.
5. How are things?	5. Let's get together soon.
6. Let me introduce myself.	6. Great to talk!

- Listen to the questions in A above. Is the speaker's voice range big or small? Listen again and repeat.
- Listen to the conversation. Were your answers to Exercise 1 correct?
- Listen again and answer the questions.
  - What is the man asking questions about?
  - Does the woman really want to answer the questions? How do you know?
- Listen again and mark the expressions in Exercise 2 that you hear.
- Listen to the first line of another conversation. What do you think the woman replies?
 

**De-stress**  
Plants improve air quality and help reduce stress. Have plenty of them in your home and workplace.
- Now listen to the whole conversation and check your answer.
- Answer the questions.
  - What do the man and woman chat about?
  - What is the man's final question?
  - What is the woman's reply? Is she enthusiastic?
- Listen again and underline the expressions in Exercise 2 that you hear.
- Now find transcript 54 online and read the conversation up to "Yes, it is, it's going well." Mark the stress in each sentence. Then listen and check.
- Work in pairs and practice the conversation. Then do it again without looking at the book.
 

we say ...	we don't say ...
I've lived in this apartment for two months.	I live in this apartment since two months.
How long have you known them?	How long do you know them?
He has been here (for) a long time.	He been here a long time.
Lee isn't here—he's gone to the store.	Lee isn't here—he's been to the store.
- Write five questions for a survey on attitudes towards social media. Then interview three people. Use some of the expressions in Lists A and B from Exercise 2. When you're ready, film it.

## SPEAKING

There are speaking activities at all stages of a lesson, ranging from carefully controlled activities to listening and reading texts. At the end of the Student's book there are special sections dedicated to *Speaking & Pronunciation*, with tasks elevating speaking and viewing skills, and *Pairwork* activities that offer opportunities for more open and stimulating discussion at higher levels.

## SPEAKING & PRONUNCIATION

UNITS 3 & 4

### DEVELOPING DIALOGUES & PRONUNCIATION

- PREPARE** Read the dialogue and complete the missing lines.
 

Mark: I think I'm going to leave my job at Carsons, Barbara.  
Barbara: But you've only been there for one month, Mark.  
Mark: I know.  
Barbara: So why <sup>1</sup> \_\_\_\_\_?  
Mark: Because I <sup>2</sup> \_\_\_\_\_.  
Barbara: Really? <sup>3</sup> \_\_\_\_\_?  
Mark: Yes, it's much better.
- LISTEN** Now listen and write down the missing lines. Were your lines similar to the ones in the dialogue?
- UNDERLINE** words in the dialogue with the sound /a/ + /r/ as in "car." Then circle words with the sound /s/ as in "sun."
- LISTEN** Listen and repeat the words. Were you right?
- PRACTICE** Work with a partner. Listen to each dialogue line carefully. Notice the stress and intonation. Practice each line for pronunciation. Then say the whole dialogue.
- DO** the dialogue again, from memory this time.
- CREATE** Continue the conversation for three or four lines with B asking more questions.

### SHORT EXCHANGES & PRONUNCIATION

- PREPARE** Read the exchanges and pick the one that has happened to you before.
 

A I opened my computer this morning and I couldn't get online. So I couldn't get into my work email!  
B Oh no! So what did you do?  
A I opened the washing machine door and water poured out onto the floor!  
B Oh no! So what did you do?  
A I turned off the freezer by mistake two days ago. I just opened it now and everything has defrosted!  
B That's awful! So what are you going to do?  
A I'm having a big party tonight, it's boiling, and the air conditioning isn't working!  
B That's a disaster! So what are you going to do?
- LISTEN** How do you think A and B sound? Do you think A has a flat voice because they are unhappy or an emotional voice with a wide voice range because they are feeling emotional? What about B? What is B's mood? How does it change their voice? Decide and then listen and check.
- PRACTICE** Listen to each exchange carefully. Then practice the exchanges until you are happy with them.
- CREATE** Choose two of B's questions to answer. Then practice the exchanges.
- Write and rehearse another exchange.

### STORY PUZZLE

- PREPARE** Number a-f below to make a story. More than one version is possible.
  - From when he was eight years old, Eliot told himself, "I'm going to be an actor." 1
  - When he was 18, Eliot told his parents he wanted to go to drama school. A drama school accepted him. \_\_\_\_\_
  - Eliot's parents had a business and wanted Eliot, their only child, to work in the business with them. \_\_\_\_\_
  - But when he told his parents about his ambition, they laughed. But Eliot didn't change his mind. \_\_\_\_\_
  - "You'll never make money as an actor. Most people never succeed as actors. You'll never have enough money," Eliot's parents told him. "Work in the family business and your life will be happy and comfortable." \_\_\_\_\_
  - But his parents refused to pay the school tuition and there was no scholarship money for it. \_\_\_\_\_
- LISTEN** Listen and check whether your order is the same.
- PRACTICE** Work with a partner. Listen again and take turns reading the story. Do this a few times. Then try and tell the story without looking at the book.
- CREATE** Continue the story. Make notes and decide how it ends. The story can be as crazy as you like. Take turns telling the rest of the story.

## PAIRWORK

### STUDENT A

#### UNIT 2, LESSON 2, EXERCISE 14

- Read the short article about Ellen MacArthur and complete the table with information about her.
- Answer Student B's questions.
- Ask Student B questions about Ranulph Fiennes and complete the table with information about him.
- Who do you think is more interesting? Why?

Ellen MacArthur is a retired British sailor—she was born on July 8<sup>th</sup>, 1976. She's famous because on February 7<sup>th</sup>, 2005 she broke the world record for sailing solo non-stop around the world. This was an amazing achievement for two reasons: she was very young at the time (just 29 years old), so she was much younger than other competitors in a sport where experience really matters. She was also a woman, quite a small woman—and sailing is a very physical sport that requires a lot of strength.

So has Ellen had any other scary moments, like the one with the whale? One day, while she was sailing in the South Atlantic, she was taking a nap, and she suddenly woke up. She looked out of the cabin window, and a huge iceberg was floating just a few feet away! That was really scary. (\*See page 21, Exercise 13.)



	ELLEN MACARTHUR	RANULPH FIENNES
Profession		
Nationality		
Date of birth		
Famous because ...		
Scary / bad moment		

### UNIT 4, LESSON 2, EXERCISE 10

- Ask Student B questions with *When / How long ...?* to complete the information about Jake. Use *How long* where possible.
 

How long was Jake with Kay?
- Answer Student B's questions.
- Look at your charts. What questions and answers can you make with the present perfect?
- Say what you know about Jake. Use the present perfect where possible.

JAKE HARRISON - BIOGRAPHY		
Birth	Melbourne, Australia	1975
Education	University of Melbourne	1993 - 1996
Relationships	First girlfriend, Kay	1991 - _____
	Second girlfriend, Melissa	_____ - 1998
Homes	Melbourne	1975 - 1998
	Perth	1998 - 2010
	London	2010 - now
Work	First job in Melbourne (scientist)	1996 - 1998
	Job in London with a science company	_____ - _____
	Director of company	_____ - _____

# REVIEW AND CONSOLIDATION

Review sections every two units contextualize the language through reading or listening texts, allowing students to consolidate and put to use the language acquired. The **Workbook** provides further practice.

## REVIEW 3 UNITS & 4

Cambridge B1 Preliminary Listening Part 2 Reading Part 2 IELTS Reading TOEIC Listening & Reading

**YOU FIRST!** Would you like a job with a lot of traveling?

### FAMILY FIRST?

Esme and Martin Estrada went to the same high school in Puebla, a city in Mexico, and got married four years ago. Now they have two children under the age of three. Esme is a nurse at the local hospital. She often works long hours, but doesn't mind because she loves her work.

When Esme and Martin first met, Martin was unemployed, but then he found work as a truck driver. He enjoyed the traveling at first, but after they had children, he began to hate being away from the family so much. He was often away for three weeks at a time. It was hard for Esme to be alone so much, with two small children and a job, and she became quite depressed and was always tired. But then she got a better position at work with better pay. After a lot of discussion, Martin agreed to stay at home and take care of the children. This meant they didn't have to pay for childcare anymore.

Now Martin wants to go back to work. Although he loves spending time with his children, he gets very bored and feels he spends too much time at home. He says there is also the expectation that he will do all the household chores—vacuuming, the dishes, everything.

Martin completed high school, but didn't go to college and he would like to have better qualifications. He has decided he would like to work as a motor mechanic. He loves cars and thinks he'll be good at the job. He started looking for a part-time course a month ago and has already had an interview. He received a letter of acceptance yesterday—he's starting the course in September. He hasn't told Esme yet.

**YOUR RESPONSE?** Who do you feel most sympathetic towards, Esme or Martin? Why?

- Look at the photos and the title of the article. Then answer the questions.
  - What do you think these people do?
  - What's the connection between the photos?
  - How do you think the man feels about his job?
- Read the article and check your answers.
- Write complete questions. Take turns answering them, using the words in parentheses.
  - How long / Esme and Martin / know each other? (since)
  - How long / they / be married? (for)
  - Martin / ever / be / college? (never)
  - What / Martin / receive? (just)
  - What / Martin / not / do? (yet)
- Complete the sentences with the correct form of the verbs in parentheses: present continuous or going to.
  - Esme's mother is \_\_\_\_\_ (stay) with them for a month.
  - Their daughter \_\_\_\_\_ (start) school in September.
  - Martin is \_\_\_\_\_ (do) a one-day course at the college next week.

4. The couple \_\_\_\_\_ (not / look for) a babysitter.  
5. They \_\_\_\_\_ (not / get) a cleaner.

- Make two predictions for each of these things.
  - How will Esme feel when Martin tells her about the course? I think she'll ...
  - What do you think she'll say or ask? She'll ... / ask, ...
- Work in groups of four. Divide into pairs and do a role play.

**Pair A:** Discuss what Martin will tell Esme about his plans.  
**Pair B:** Discuss what Esme will say when Martin tells her about his plans.

- Work with someone from the other pair. Act out the conversation between Esme and Martin.
- Each pair takes turns to act out the conversation for the other pair.
- Are the two conversations very different? Discuss.

44 Review Units 3 & 4 Cyber Homework WB pp. 23-24

- Work in small groups. Ask and answer the questions. Make notes of each person's answers.
  - Are you a stay-at-home mom or dad?
  - If you are, what are your feelings about it? If you aren't, would you like to be one? Why? / Why not?
  - Is working in the home a "real job"?
- Work in your groups. Write a short report about people's answers. Choose someone to read the report to the class.
- You are Martin. Write an email to your friend, Rob, who you haven't seen for about three years. Tell him:
  - about your life in the last three years
  - about your plans and recent events

FROM: Martin TO: Rob

Hi,  
Good to hear from you. We haven't seen each other for a long time. A lot of things have changed ...

**Focus on prepositions**

Complete the descriptions of Photos A and B on page 44 with these prepositions.

at against in next to (x2) of on through

Photo A shows a man holding a baby \_\_\_\_\_ his chest. He's standing \_\_\_\_\_ the window and \_\_\_\_\_ the curtains he's watching someone. In Photo B, there is a woman, the baby's mother, working \_\_\_\_\_ a desk and typing \_\_\_\_\_ her laptop. There is a folder and a pen \_\_\_\_\_ her laptop. \_\_\_\_\_ the background \_\_\_\_\_ the photo, we can see some books.

**Exam Training p. 138 Speaking & Pronunciation p. 148 45**

## CULTURE MATTERS

### CULTURAL DIFFERENCES IN BUSINESS

Complete the information with these places.

Germany	Sweden	the US (2)
France	the UK	Brazil
		Asia

Cultural differences are very important in international business. Why? The answer is one word—globalization. Globalization means companies do business with companies in other countries. If they don't understand how people do business in other countries, there will be problems. Below are three important differences in business culture all over the world.

**Relationship vs. tasks**

In countries like \_\_\_\_\_ and \_\_\_\_\_, work comes before friendship. Other parts of the world, for example, \_\_\_\_\_, believe it is important to build good relations first. If I can trust you, I can do business with you.

**Communication**

Many people in \_\_\_\_\_ are quite indirect. They don't tell you directly what they think. But in \_\_\_\_\_ and \_\_\_\_\_, for example, people can be very direct, and say exactly what they think.

**Management**

How do different companies manage their projects? Who is the boss and how do they make decisions? In some countries, the boss makes all the decisions. In other countries, the individual employee has more responsibility. \_\_\_\_\_ is an example of a high authority culture. \_\_\_\_\_ is a country where individual employees have more authority to make decisions.

- Talk about the questions.
  - What are the two different business styles in Communication and Management?
  - Does any of this information surprise you?
  - Can you think of any other business culture differences?
- Put the three cultural differences in order of importance. Then work in small groups. Compare your answers and give your reasons.
- OVER TO YOU Talk about these questions.
  - What do you think is true in your country regarding these three differences?
  - For each difference, which do you think is best?

**Exam Practice 147**

## CULTURE

A regular feature offering an opportunity to reflect on and discuss cultural differences and similarities worldwide. There is usually a short reading text with a task, often leading to a discussion and a comparison with the students' own culture.

## EXAM TRAINING

At the end of the Student's Book a brand-new full section with a wealth of practice material, introducing a comprehensive selection of international exam tasks.

### EXAM TRAINING: READING 3

GAPPED TEXT

PRELIMINARY: PART 4

**Exam tips**

- In this task, you read a text with five gaps. You have to choose the correct sentence (A-H) to complete each gap. There are three sentences you don't need.
- Read the gapped text quickly without looking at sentences A-H. What is the text about?
- Look at each gap in turn. Remember to read the text before and after the gap.
- Read sentences A-H. Choose the one that fits the grammar and meaning of the text for each gap.
- Check why the three extra sentences don't fit in the text.
- Read all of the text again to check it makes sense.

- Look at the title of the text. What do you think "learning for life" means? Share your ideas with the class.
- Read the text and find the correct sentence (A-H) for each gap. There are three sentences (A-H) you don't need.

### Learning for life

Let's look at the benefits of lifelong learning. First, any form of learning keeps your brain active. It can also develop problem-solving skills and improve memory. Self-confidence comes from accepting a new challenge, too. As well as all of this, there's the importance of being curious. Young children learn by asking questions—about everything! Lifelong learning isn't about skills and training, it's social, too. It can be too easy to spend all your time with people who are very similar to you. But when trying something new, you're likely to meet people of all ages and different cultures. Learning a new skill or hobby doesn't have to be in a traditional classroom, or even in a school. Just think of all the volunteering groups, online courses, and apps that you find in a quick internet search. All you need is a little time, some ambition, and an open mind. So what are you waiting for?

Many children start formal education at the age of four or five, and go on to around 16 or 18. Of course, this varies from country to country, and university is also an option for those who want to continue their education. Nowadays people say that learning should be for life. These can improve your professional and your personal life. For example, learning a language might make you more employable, but it's also great for travel and understanding other cultures.

A. Volunteers give a lot back to their community.  
B. Many of these are free, so you don't have to worry about the cost.  
C. This is also true for home-schooled children.  
D. Just like them, the more you learn, the more you want to learn.  
E. But what happens after graduation or entering the workplace?  
F. It's hard to find time when you work every day.  
G. Joining a club or class is a fun way to make new friends.  
H. If you have qualifications from education or in-work training, you can always develop new skills.

- What three new skills would you like to learn? And when? Complete the plan and timeline.

**Lifelong learning plan**

**Skill:** What do you want to learn? \_\_\_\_\_  
**Timeline:** When will you start? \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

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### EXAM TRAINING: LISTENING 4

GAP-FILL

PART 3

listen to one speaker and complete notes with six gaps. The answers can be one or two words, a date, or a time.

the notes. Think about the language and information you are going to hear. The information you need to complete the notes. The questions are in the same order as in the words you hear in your answers - don't change or shorten them. Check your answers make sense in the completed notes and that your spelling is correct.

usually find information about a place you want to visit? Share your ideas with the class. hear a travel podcaster named Vicky talk about spending a day in New Orleans. For each one or two words, a number, a date, or a time.

### all in a day!

### NEW ORLEANS

Fé du Monde is famous for a type of doughnut called \_\_\_\_\_. recommends buying \_\_\_\_\_ in the French Market. esbytere, part of the Louisiana State Museum, was designed in \_\_\_\_\_. Favorite lunch is a big \_\_\_\_\_ with different ingredients. rney time from the French Quarter to the Garden District is \_\_\_\_\_. at Preservation Hall begins at \_\_\_\_\_ in the evening.

but a trip you went on for a travel podcaster. Use the ideas in Exercise 2 to help you, \_\_\_\_\_. Practice presenting your podcast to yourself.

4. Take turns to present your podcast in groups. Vote for the place you would most like to visit.

Exam Practice 145

### EXAM TRAINING: WRITING 1 AND 2

RESPONSES TO QUESTIONS / ARTICLE OR STORY

**Exam tips**

- In this task, you reply to three messages from people in a club (time limit: 10 minutes).
- Read each question and underline the key words.
- Answer all three questions in complete sentences (30-40 words). Remember to link sentences with words like and, but, so, then, etc. Give relevant information only.
- Check your grammar, spelling, and punctuation.

to some members (30-40 words).

from your \_\_\_\_\_

ive them to your partner to answer.

**Exam tips**

- In this task, you choose to write an article or a story in about 100 words.
- Read each question and choose the one that fits your interests. Underline the key words.
- Plan your ideas first and make notes. For the story, use the same character as in the starter sentence; for the article, give reasons and examples for your opinions.
- Write your answer. Use the correct tenses, and linking words to join your sentences.
- Check your grammar, spelling, and punctuation.

**WRITING**

parts do you enjoy? Is it or playing sports alone? Why? here questions for our website.

ry. It must begin with this sentence: station, Alex sat down and smiled.

elp you.

**Does your story:**

- link to the starter sentence?
- have a clear sequence of actions?
- make the reader want to read to the end?

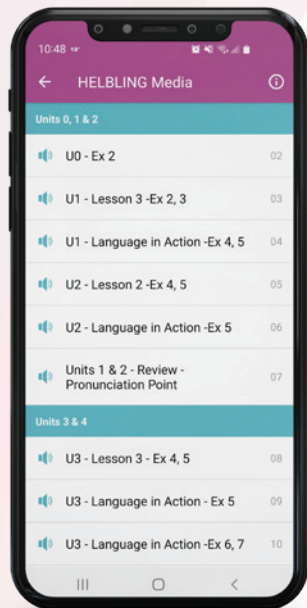
at their article / story? How can they improve it answer.

Exam Practice 147



**E-ZONE** *Helbling e-zone* is the Learning Management System (LMS) developed by Helbling: a user-friendly online platform for both teachers and students. You can create your own virtual classes (Courses), assign projects, interactive tasks and homework to your students, and monitor their progress.

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- HELBLING MEDIA APP**
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